DOCUMENT RESUME

ED 186 067 JC 800 236

AUTHOR Heck, Shirley F.; Weible, Thomas
TITLE College Students' Perceptions of the Real and Desirable Environmental Variables on a Two-Year Commuter Campus.
INSTITUTION Ohio State Univ. Mansfield Campus.
PUB DATE 78
NOTE 42p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Age; Ancillary School Services; Career Choice; College Choice; *College Environment; Commuter Colleges; Courses; Employment; Females; Human Relations; Literature Reviews; Majors (Students); Males; Marital Status; *Participant Satisfaction; Place of Residence; Questionnaires; *Self Concept; State Universities; Student Adjustment; *Student Attitudes; Student Characteristics; Student Personnel Services; Student Teacher Relationship; Two Year Colleges; *Two Year College Students

ABSTRACT

In an effort to identify the motivational factors contributing to student retention or attrition, 487 students at the Mansfield Campus of Ohio State University (MC-OSU), a two-year, commuter campus, were surveyed to determine their characteristics and reasons for choosing MC-OSU and to assess the variances between their perceptions of the real and desirable campus environment. The questionnaire contained 54 items measuring student perceptions of self-concept, human relations in the college environment, career options, course offerings, and support services. Participants were asked to evaluate the degree to which each item represented the real campus environment and the degree to which it was desirable. The survey revealed several conditions and services which the students found less than ideal, including: (1) their confidence in their ability to solve academic and personal problems and to succeed academically, socially, and in their career; (2) the degree to which they and their opinions were accepted and valued by peers and faculty; (3) their freedom to ask questions and express opinions in class; (4) their certainty about and enthusiasm for their career choice; (5) their concern for their grades and academic ability; (6) their ability to use the library, apply study skills, and prepare adequately for class; (7) the accessibility of instructors; and (8) academic advisement and personal counseling. (JP)

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College Students' Perceptions of the Real and Desirable Environmental Variables on a Two-year Commuter Campus

Submitted by:
Dr. Shirley F. Heck
Dr. Thomas Weible

The Ohio State University
Mansfield Campus

JC 800 236

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Institutional Research Study
(Fall, 1978)

Conducted by:
Shirley F. Heck and Thomas D. Weible

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Introduction to the Study

An historical review of the literature reveals numerous studies related to demographic and scholastic variables that contribute to the retention or attrition of college students. However, Craven (1951) points out that in much prior research the student is classified rather than understood. He emphasized the need for research which attempts insight into the frame of reference of the student himself. Similarly, Bloom (1975) addressed the need to study the students as growing, striving, feeling, thinking, aspiring individuals. He maintains that our lack of knowledge about the motivational psychology of college students is one of the constraints limiting our abilities to be helpful. This becomes extremely significant in view of the results of Sanford's (1966) studies which reported that "the largest number of droupouts involve motivational forces - goals, interests, and satisfactions relative to college and other facets of the student's life (pp. 637-638)." This study was designed to identify some of these motivational forces that exist within the academic and social environment of the college.

Basic to this study is the fact that personal maladjustment may occur when differences exist between the real and desirable situations. Accordingly, an instrument was designed to assess the variance that exists between college students' perceptions of the real and desirable environmental variables existing on basically a two-year commuter campus. The conclusions provide information regarding students' perceptions of the following: Self-concept, Human Relations, Career Decision-making, Academic Concerns, and University Support Services. The results may prove valuable for recruitment and retention of students and budgetary decisions related to programmatic development and university support services.

Review of the Literature

Effective adaptation to the university is "a complex and unstable process, involving both personal and social demands in dynamic, everchanging interrelationship (Bloom, 1975, p. 19)." The literature identified several motivational factors related to these personal and social demands. Factors selected for this study that are inextricably interwoven into the students' adaptation to the college environment include Self-concept, Human Relations, Career Decision-Making and University Support Services. Each of these areas are summarized here.

Self-concept

Self-awareness and self-acceptance are related integrally to the development of a positive self-concept. Pervin's study (1966) indicated that 75 percent of the entering freshmen students say their "hardest battles are with themselves (p. 63)." Heath (1968) expressed great concern about the self-concept of freshmen students. His studies indicate that "by the end of his freshmen year, his (the freshman student's) self-concept has shifted from being "God's gift to humanity" to being a person of little worth (p. 175)." This is extremely frightening when one considers that "the concept of self shapes the individual's choices and is shaped by them (Borrow, 1973, p. 94)."

Resnick (1969) feels that one of the most important problems freshmen face is the necessity of getting to know themselves realistically. Students who are poorly adjusted to college may grossly overestimate or underestimate their own abilities and aptitudes. Many freshmen who withdraw or who are asked to leave college go through the entire year believing somehow that their work is satisfactory. On the otherhand, some excellent students worry needlessly throughout their college years (p. 69)." According to Barclay (1972), "just as certain developmental patterns may be reliably observed in growing children, students seem to show evidence of particular behavior patterns at particular times in their college careers (p. 168)." Bloom (1975) describes

this period of developmental growth as "a time when the personality is particularly indeterminate and fluid! It is a time when past commitments have been loosened and new commitments have not yet been made. This, coupled with the strong drive for independence, makes it the most opportune time in the human life cycle for a self-engendered remaking of the personality (p. 45)."

Madison (1969) concurs that "the study of personality changes in college focuses on a particular developmental period in the lives of a group living under special circumstances. This decisively formative time in the individual's life, the highly selective nature of the group, and the unusual social system in which the young person finds himself make what happens during the college years special in ways that social scientists are only beginning to suspect and for which they are only beginning to formulate theories (p. v.)"

According to Sanford (1960), if growth is to occur at the college level, something has to happen to make it occur. Students need to be introduced to stimuli which challenge them to make new responses and thus to expand their personalities.

Human Relations

Human relations are inextricably interwoven into the college environment through interactions with peers, advisors and faculty members. Numerous studies show a correlation between supportive human relations in the college environment and the retention of students. Panos and Astin's (1968) study, which included a sample of 30,506 students from 248 colleges and universities found that 21 of 36 college-environment variables were significantly ($p = .05$) associated with the dropout criterion. Of significance to this study was the finding that "students are more likely to complete four years if they attend a college where student peer relationships are characterized

by Cohesiveness, Cooperativeness, and Independence (p. 66)."

According to Sanford (1966) the viewpoint and methodology of the cultural anthropologist are needed to assess the forceful and changing human relations demands of the college upon its students. These environmental pressures are both formal and informal, such as, the opportunities for daily social contact, for casual association with faculty and advisors, and arrangements for housing and dining. Indeed, Craven (1951) found withdrawals from one university more concerned with these inescapable realities of everyday life than with the organized aspects of student life.

Studies from the literature also show relationships between supportive human relations and meeting the changing developmental needs of college students. Wallace (1966) found that close friendships principally exert influence on fundamental developmental issues not only in the transitional life of a student in college, but also in developing an orientation to life in general, to adulthood, life goals, parents, religion, sex, politics.

Katz (1968) asked college students to rank order a list of eighteen influences that attributed to their change and growth during 3 1/2 years of college. Intellectual and academic activities trailed considerably behind personal relationships as a source of change. Also, the intellectual and academic aspects of the college were secondary or tertiary for most students when compared with other concerns of emotional and social growth based on human relations.

Bloom (1975) emphasized the need for faculty members to be responsive to the student as an individual and his particular strivings, competencies, and short-comings. There is need for encouragement, approval, and evaluation of his work. Learning and development take place at a deeper level wherever such responsiveness exists.

Feldman and Newcomb's (1969) studies concluded that "a very potent factor in the student's transformation is his relationships with his peers (pp. 236-248)." Developmentally, college students need to differentiate themselves from the adult world by some alliance with their peers who share similar experiences and asperations. Hirsch and Keniston (1970) concluded from their research study on dropouts from Yale University that the act of dropping out seems basically related to the incongruence between the student's own developmental timetable and the normative timetable of demands and opportunities of the college setting.

Career Decision-Making

Literature supports the fact that vocational motivation is demonstrably related to attrition. Students with definite vocational choices are more likely to be overachievers and more likely to graduate from college. In Yankelovich's study (1971), 1244 college students were asked to choose from a wide variety of phrases those that best described their present mood. The one top-rated choice selected by a majority of students (55%) was "confused about the future." According to Heath (1968) a transitional stabilization of college students' self-concept occurs only when they think they know what their vocation is to be.

Often the greatest barrier freshmen college students have to developing their own career and having command over their life is lack of in-depth knowledge about any career (McClure and Buan, 1973). Recent advocates of career education strongly support the need for in-depth exploratory experiences, as well as relating these experiences to personal values, abilities, and needs as a basis for career decision-making. (Hoyt, 1974; Super, 1963; Jordaan, 1963; Combs, Avila & Purkey, 1971; Heath, 1968) "Without a firm understanding of and expertise in career decision-making today's students will inevitable be manipulated by our changing society, rather than being able to use society to control their own destinies (Super, 1973)."

Exploratory experiences are critical to career decision-making. They not only modify but play a crucial role in shaping the way in which persons think about themselves and about the world of work. (Jordaan, 1963) According to Sanford (1969) experiences are needed in order to test the adequacy of one's judgment, to familiarize one with the limits of what he/she can do, and above all, to learn about the self-fulfillment that comes from being of service to others. This is rather significant in view of the fact that the students in Yankelovich's study (1971) ranked "the opportunity to make a contribution," "job challenge" and "ability to find self-expression" at the top of the list of influences on their career choice (p. 32)."

University Support Services

Bloom (1975) emphasizes the value of studying the support services of the university in relation to the formulation of life-long values and orientations to the greater society: "The experiences of students on college campuses have a major impact on their subsequent lives and help prepare them for significant roles as leaders of the future. It is, therefore, not only for the benefit of the university and the student but also for the ultimate benefit of our entire society that universities should devote some of their resources to the on-going study of their students and the nature of their university experiences. As a consequence of such study, the university can work toward the creation of those kinds of environments which will have an increasingly positive effect on both the personal as well as the intellectual life of the student p. 18)."

A student brings with him a set of ego demands and resources to help him in making an effective adaptation to the college environment. The commuting student who lives at home may find the adjustment to the college to be even greater than the resident students. According to Barclay (1972) "students who live on campus and away from home are in a better position to review and to

change their behavior than those who go to college but live at home and work. Junior or community college students are unique in this regard because they are presented with the same material as college students but they are not as free to work out their own approach to life. Parents and their society apply pressure to remain the same as they were before college. The pressure may be due to the fact that change causes many people to feel anxious. Parents also feel that a rejection of their values represents a rejection of them personally. Others may object to the changes a student is going through because he may not conform to the image they have always had of him. Whatever the reasons, college students who live at home, especially junior college students, may have greater difficulty finding themselves because of the varied pressures they face (p. 204)."

Chickering (1974) concurs that identification with the college environment will be much more gradual for commuter students than resident students. He attributes this to the following reason: "there are fewer openings through which new friendships can be established and for investment in or identification with new groups. And furthermore, there is not the opportunity for the frequent and intensive interpersonal contact that can accelerate that identification (p. 89)." He feels one way to help commuting students adjust and identify with the environment is to accelerate the opportunities for discovering and identifying with new reference groups which are more pertinent to their future plans and aspirations.

Bennett (1952) emphasizes the value of college support services as they relate to helping students feel they "belong" and have a respected status among their peers. He maintains that belongingness and status depend on opportunities to share experiences and the willingness and ability to give and take. Through campus activities, students receive a sense of status; these

activities serve as a yardstick to measure the relationship between the individual and the group. Kaoru (1968), also, emphasizes the value of campus activities. He maintains "higher adult education must be looked upon as a way of life rather than as an adjunct to life. In this connection increasing attention must be paid to the development of popular, but ever more challenging and demanding, programs in the fields of cultural and arts education (p. 487)."

According to Bloom (1975) "psychological characteristics of the student and sociological characteristics of the campus are in a complementary relationship with each other, a relationship that is always in a state of change...A campus, responsive to this state of affairs, must organize its formal caretaking network so that students can find sources of support when their inner resources are inadequate. These formal social support systems must be organized in a way that does justice to the student's striving for mastery over his environment (pp. 19-20)."

Purposes of the Study

The major objectives of this study were the following:

1. To assess the variance that exists between college students' perceptions of the real and desirable college environment on a regional campus which is basically a two-year and commuter campus. The environmental variables included Self-concept, Human Relations, Career-decision Making, Academic Concerns, and Student Support Services.
2. To gather data which might prove valuable for recruitment and retention of freshmen and sophomore students.
3. To gather data that could be used in making budgetary decisions relative to programmatic development and university support services.
4. To identify reasons for students' decisions to attend a regional campus.

Sample

Realizing the urgency of a study of this nature, the Faculty Governing Board voted to support this study. Accordingly, they encouraged all faculty members to dismiss their students from class in order to participate in the study. In an effort to include as large a sample as possible, the instrument was administered on two consecutive days for classes scheduled at prime attendance times, namely, 9:00 a.m., 1:00 p.m., 5:00 p.m., and 7:00 p.m. These times were also selected because the respective classes in session represented a cross-sectioning of various disciplines. Students assembled in the central auditorium where the instrument was administered by the 2 designers of the study. The sample included 487 students out of a population of approximately 900 students. Some of the demographic characteristics of the students included in the sample are charted in Table 1.

Insert Table 1 here

Instrumentation

An assessment of the relevant literature assisted in designing a 54 item questionnaire. See Appendix A. The items described characteristics of the student or the university environment. The questionnaire was subdivided into 5 parts: Career Choice; Human Relations in the University Environment; Self-Concept; Course Offerings and Academic Concerns; and, University Support Services.

Basic to the design of this study is the fact that personal maladjustment often exists when a person's self-perception is not consistent with his self-ideal or a concept of how he wishes to be (Bills, Vance, and McLean, 1951). Accordingly, the instrument was designed to assess the relationships between

what students are currently doing and what they would actually like to do. Participants were asked to respond along a 5 point continuum to each item in 2 ways:

Part I: Real Situation	Part II: Desirable Situation
To what degree does this item currently describe you or the institution?	To what degree would you like this item to describe you or the institution?

The response continuum included the following qualitative descriptions:

1	2	3	4	5
Very Minimal Degree	Minimal Degree	Undecided	Great Degree	Very Great Degree

Reliability

Reliability coefficients for the Real and Desirable sections of the instrument were calculated using Cronbach's Reliability Test. The reliability analysis for the total instrument and subscales are reported in Table 2.

Insert Table 2 here

The reliability analysis for the total instrument yielded an Alpha of .90 for the items related to the Real Situation and .92 for the items related to the Desirable Situation. Only the questionnaires in which each student responded to every item were used to establish reliability, (N=408) thus yielding a greater degree of standardization for the total questionnaire. Prior to administering the instrument to the total sample of 478 students, the instrument was administered in a pilot study to 18 students. Minor changes were made at this time to clarify the directions.

Analyses of the Data

Frequencies and percentages were calculated for the responses to the factors influencing the selection of college attendance at a Regional Campus

of The Ohio State University. Results are reported in Table 3.

Insert Table 3 here

The study revealed that financial considerations, geographic location, and the feeling that the campus would meet the students' needs at this time were the most important factors for selecting the two year regional campus. Size of the campus, friends attending or living in the area, parental decisions, and recommendations of high school counselors appeared to be less influential factors in the students' selection process.

Frequencies and percentages were calculated for the responses to the Real and Desirable Situations of each item on the questionnaire. Responses in the Great to Very Great categories were combined; likewise, the responses to the Minimal and Very Minimal Degree were combined.

Responses to the Real and Desirable situations for items dealing with Self-concept are reported in Table 4.

Insert Table 4 here

The results related to self-concept indicated the following:

1. Students indicated that their degree of confidence in solving academic and personal problems encountered in their education was less than desired; similarly, their degree of confidence in succeeding both academically and socially at college was less than desired. In the Real Situation, percentages tabulated for the responses in the Great to Very Great Degree categories indicated that 68.6 percent of the participants felt confident in solving academic problems

and 75.5 percent felt confident in solving personal problems; only 67.3 percent felt confident in succeeding academically and 65.7 percent felt confident in succeeding socially at college.

2. Students indicated that college met their need for self-development to a lesser degree than desired.

In the Real Situation, percentages tabulated for the responses in the Great to Very Great Degree categories indicated 69.8 percent of the students felt that college satisfied their need for self-development.

3. Students' acceptance of the changes that college life requires in their personal lifestyle was less in the real than in the desirable situation. In the Real Situation, percentages tabulated for the responses in the Great to Very Great Degree categories indicated 74.3 percent of the students were willing to accept changes that college life requires in their personal lifestyle.

Responses to the Real and Desirable situations for items dealing with Human Relations are reported in Tables 5 and 6. Relationships with peers are reported in Table 5 and relationships with faculty are reported in Table 6.

Insert Tables 5 & 6 here

The results related to Human Relations indicated the following:

1. Students indicated they were accepted and valued by their peers to a lesser degree than desired. In the Real Situation, precentages tabulated for the responses in the Great to Very Great Degree categories indicated that 75.9 percent of the participants felt accepted by peers and 62.7 percent felt valued as an individual by peers on the campus.

2. Students indicated they were accepted and valued by faculty members to a lesser degree than desired. In the Real Situation, percentages tabulated for the responses in the Great to Very Great Degree categories indicated that 67.2 percent of the students felt accepted by faculty members while only 46.6 percent felt valued as an individual by faculty on the campus.

3. Students' perceptions of their freedom to ask questions and to express themselves in class were less in the real than in the desirable situation. In the Real Situation, percentages tabulated for the responses in the Great to Very Great Degree categories indicated that 70.3 percent of the participants felt free to ask questions and 62.1 percent felt free to express themselves in class.

4. Students perceived that faculty members valued their opinions to a lesser degree than desired. In the Real Situation, percentages tabulated for the responses in the Great to Very Great Degree categories indicated that 75.5 percent of the students perceived that their opinions were valued by the instructors.

5. Students indicated that opportunities to interact on an informal basis and to discuss academic concerns with faculty were less than desired. In the Real Situation, percentages tabulated for the responses in the Great to Very Great Degree categories indicated that only 37.4 percent of the participants interacted with faculty members on an informal basis and 32.3 percent discussed academic concerns with faculty members.

Responses to the Real and Desirable situations for items dealing with Career Decision Making are reported in Table 7.

Insert Table 7 here

The results related to Career Decision Making indicated the following:

1. Students indicated that decisions regarding the selection of a specific career choice were less definite than desired; similarly, the enthusiasm for their career choice was less than desired. In the Real Situation, percentages tabulated for the responses in the Great to Very Great Degree categories indicated that 68.7 percent of the students had decided on a specific career and 75.1 percent were enthusiastic about their choice.
2. Students' certainty of appropriate career choice and confidence of success in that career were less than desired. In the Real Situation, percentages tabulated for the responses in the Great to Very Great Degree categories indicated that only 59.5 percent of the participants were certain they made the appropriate career choice and 65.1 percent felt confident of success in their career choice.

Responses to the Real and Desirable situations for items related to Academic Concerns are reported in Table 8.

Insert Table 8 here

The results related to Academic Concerns indicated the following:

1. Students' concern about their grades and their academic ability to succeed in college was greater than desired. In the Real Situation, percentages tabulated for the responses in the Great to Very Great Degree categories indicated that 89.4 percent of the students were concerned about their grades in college and

76.3 percent felt they possessed the academic qualifications necessary to succeed in college.

2. Students indicated that their ability to use the library and to apply study skills was less adequate than desired. In the Real Situation, percentages tabulated for the responses in the Great to Very Great Degree categories indicated that only 67.3 percent of the participants felt confident in their ability to utilize library resources and only 52.8 percent of the participants felt they had adequate study skills and habits.

3. Students indicated that their personal schedule did not permit as much time to prepare adequately for class as desired. In the Real Situation, percentages tabulated for the responses in the Great to Very Great Degree categories indicated that only 53.6 percent of the participants felt they had time in their personal schedule to prepare adequately for classes.

4. Students indicated that faculty were not available to the degree they desired for individual consultation and instructional assistance. However, in the Real Situation, 82.4 percent of the students felt faculty members were available for individual consultation to a Great or Very Great Degree.

Responses to the Real and Desirable situations for items related to University Support Services are reported in Table 9.

Insert Table 9 here

The results related to University Support Services indicated the following:

1. Students' responses indicated that academic advisement was less adequate than desired and less available than desired. In the Real Situation, percentages tabulated for the responses in the Great to Very Great Degree categories indicated that only 50.3 percent of the students felt that academic advisement

was adequate and 57.0 percent felt academic advisement was conveniently scheduled.

2. Students indicated that availability of services to assist with personal problems was less than desired. In the Real Situation, percentages calculated for the responses in the Great to Very Great Degree categories indicated that only 22.4 percent of the students felt that services were provided them to assist with personal problems.

3. Students indicated that information concerning academic resources was less than desired. In the Real Situation, percentages calculated for the responses in the Great to Very Great Degree categories indicated that 52.8 percent of the participants felt they were provided with adequate information concerning academic resources.

4. Students indicated that their participation in planned student activities was less than desired. In the Real Situation, percentages calculated for the responses in the Great to Very Great Degree categories indicated that only 21.9 percent of the participants participated in student activity programs planned by the university.

5. Students indicated their use of the student lounge and the physical activity center was less than desired. In the Real Situation, percentages calculated for the responses in the Great to Very Great Degree categories indicated that 34.4 percent of the students use the student lounge and only 13.1 percent use the physical activity center.

Significance of the Study

The results of this study may have some direct relevance to two year commuter campus institutions. In an effort to contribute to the development

of a positive self-concept of the college student, services which assist students in solving both personal and educational problems encountered during their education should be available. Individual counseling or advisement opportunities should be considered as high priority services. Faculty can play a key role in this area by demonstrating an openness in their willingness to discuss students' problems of an academic or personal nature. This could be facilitated by providing more opportunities for students to interact with the faculty on an informal basis, thus reinforcing the concept that students are valued by their instructors. Faculty might also improve relationships with students by establishing a classroom atmosphere which encourages and respects students' questions and opinions.

The study revealed that students' academic concerns were greater than desired. Two year institutions may need to provide commuter students with more tutorial or remedial enrichment programs, and the hours of such services might have to be rescheduled to meet the needs of the students. Library services might include orientation sessions for incoming students, or establish individualized learning packets to assist students with the use of library resources.

Faculty may help lessen the academic concerns of students by clearly defining their expectations and grading policies. Faculty office hours and help sessions might be altered to meet the needs of students. Faculty should be available to students desiring individual or small group conferences. Faculty should encourage students to take advantage of opportunities to interact with them during office hours. Course offerings need to be assessed regularly to determine if they are conveniently scheduled and whether they are meeting the demands of the non-traditional student.

Results revealed that many students were uncertain about their career-related choices. Such uncertainty undoubtedly affects attitudes and performance. The college could assist students with career-related concerns by providing opportunities for local resource persons from various occupations to talk about aspects of their profession. Resource centers might also be provided in the library which would focus upon career opportunities and decision-making skills. Career counseling services could be made available for students to share their career concerns personally with a professional counselor. Faculty might also make course content more relevant, thereby, helping students establish the relationship between course work and career choice.

Results indicate that the two year commuter campus needs to make a concerted effort to familiarize students with the activities available to them. Student activities and facilities need to be evaluated to determine if they are meeting the needs and interests of the students. Persons in charge of these services should take steps to insure that students are aware of these activities and facilities, and should be certain they coincide with time schedules of the students. Faculty might also assist by encouraging students to participate in such activities.

This study reveals that greater efforts need to be undertaken to meet the needs of the individual students. Commuter colleges must strive to personalize the university environment so that students perceive higher education as an important contribution toward their self-development.

TABLE 1

I. Characteristics of the Population who Participated in the Institutional Research Study (Fall Quarter, 1978)

A. Cross Tabulation of the Sex of Participants by Marital Status

	Married		Single		Other		Row Total	
Male	29*	12.6**	198*	86.1**	3*	1.3**	230*	47.3**
Female	74	28.9	177	69.1	5	2.0	256	52.7
Col. Total	103	21.2	375	77.2	8	1.6	486	100.0

*Count **Percentage

B. Cross Tabulation of the Participants by the Number of Dependents

	None		1 or 2		3 or 4		5 or more		Row Total	
Male	206*	(90.0)**	17*	7.4**	5*	2.2**	1*	.4**	229	47.2
Female	194	75.8	44	17.2	14	5.5	2	.8	256	52.8
Col. Total	400	82.5	61	12.6	19	3.9	3	.6	485	100.0

*Count **Percentage

C. Cross Tabulation of the Sex of Participants by College Rank

	Freshmen		Sophomore		Junior		Senior		Post-Degree		Row Total	
Male	131*	57.0**	67*	29.1**	21*	9.1**	10*	4.3**	1*	0.4**	230*	47.8**
Female	115	45.8	67	26.7	36	14.3	25	10.0	6	2.4	249	52.2
Col. Total	246	51.1	134	27.9	57	11.9	35	7.3	7	1.5	479	100.0

D. Cross Tabulation of tha Marital Status of the Participants by Age

	17 & Under		18-20		21-25		25-30		31-40		Over 40		Row Total	
Married	4*	4.1**	7	7.1	20	20.4	24	24.5	28	28.6	15	15.3	98	20.5
Single	8	2.2	278	74.9	61	16.4	20	5.4	4	1.1	0		371	77.8
Other	0	0.0	1	12.5	2	25.0	3	37.5	2	25.0	0		8	1.7
Col. Total	12	2.5	286	60.0	83	17.4	47	9.9	34	7.1	15	3.1	477	

*Count **Percentage

E. Cross Tabulation of the Sex of Participants by Age

	17 & Under		18-20		21-25		25-30		31-40		Over 40		Row Total	
Male	6*	2.7**	153	68.0	34	15.1	21	9.3	9	4.0	2	0.9	225	47.2
Female	6	2.4	133	52.8	49	19.4	26	10.3	25	9.9	13	5.2	252	52.8
Col. Total	12	2.5	286	60.0	83	17.4	47	9.9	34	7.1	15	3.1	477	-100.0

F. Cross Tabulation of the Sex of the Participants by the Time of Work

	Day		Evening		Late Eve to Morning		Total Row	
Male	92*	54.1**	66	38.8	12	7.1	170	51.4
Female	92	57.1	63	39.1	6	3.7	161	48.6
Col. Total	184	55.6	129	39.0	18	5.4	331	100.0

G. Cross Tabulation of the Sex of the Participants by the Number of Working Hours Outside the Home

	Not Working		1-10		11-20		21-30		31-40		Over 40		Row Total	
Male	56*	25.1**	11	4.9	50	22.4	46	20.6	38	17.0	22	9.9	223	46.8
Female	95	37.4	7	2.8	66	26.0	39	15.4	41	16.1	5	2.0	253	53.1
Col. Total	151	31.7	18	3.8	116	24.3	85	17.8	79	16.6	27	5.7	476	

*Frequency **Percentage

H. One-way Mileage from Residency to the OSU Mansfield Campus

Mileage	N	Percentages
1-5	114	23.5
6-10	137	28.2
11-15	89	18.4
16-20	74	15.3
21-30	54	11.1
31-40	15	3.1
41-50	1	0.2
More than 50	1	0.2

Missing Data: 2

I. Cross Tabulation of Curricular Academic Program by the Age of Participants

	17 & Under		18-20		21-25		26-30		31-40		Over 40	
Administrative Science	2*	16.7**	68	23.7	15	18.1	15	31.9	5	14.7	2	13.3
Agriculture	0	0.0	5	1.7	0		0		0		0	
Architecture	0	0.0	7	2.4	0		0		0		0	
Allied Medical	0		15	5.2	0		1	2.1	0		0	
Art	0		7	2.4	0		0		0		0	
Arts & Sciences	1		37	12.9	9	10.8	1	2.1	3	8.8	3	20.0
Dentistry	1		5	1.7	0		0		0		0	
Dental Hygiene	0		5	1.7	0		0		0		0	
Education	0		53	18.5	39	47.0	15	31.9	15	44.1	5	33.3
Engineering	0		11	3.8	3	3.6	1	2.1	0		1	6.7
Gen. Baccalaureate	0		3	1.0	1	1.2	1	2.1	0		0	
Undecided	3	25.0	28	9.8	4	4.8	1	2.1	3	8.8	2	13.3
Home Economics	0		2	0.7	1	1.2	1	2.1	1	2.9	0	
Medicine	1	8.3	4	1.4	0		0		0		0	
Music	0		2	0.7	1	1.2	0		0		0	
Natural Resources	1	8.3	5	1.7	3	3.6	1	2.1	1	2.9	0	
Nursing	0		6	2.1	4	4.8	1	2.1	0		0	
Optometry	0		2	0.7	0		0		0		0	
Pharmacy	0		1	0.3	0		0		0		0	
Social Work	0		8	2.8	0		5	10.6	1	2.9	0	
Veterinary Medicine	1		5	1.7	0		1	2.1	0		0	
Other	2		8	2.8	3	3.6	2	4.3	5	14.7	2	13.3
Total	12		287		83		46		34		15	

N=487

*Count **Percentage

J. Cross Tabulation of the Sex of Participants by Curricular Academic Area

	Male		Female		Total	
Administrative Science	78*	33.9**	29*	11.3**	107*	22.0**
Agriculture	2	0.9	3	1.2	5	1.0
Architecture	7	3.0	0	0.0	7	1.4
Allied Medical	8	3.5	9	3.5	17	3.5
Art	3	1.3	4	1.6	7	1.4
Arts & Sciences	32	13.9	24	9.4	56	11.5
Dentistry	5	2.2	1	0.4	6	1.2
Dental Hygiene	0	0.0	5	2.0	5	1.0
Education	18	7.8	111	43.4	129	26.5
Engineering	16	7.0	0	0.0	16	3.3
Gen. Baccalaureate	3	1.3	2	0.8	5	1.0
Undecided	30	13.0	12	4.7	42	8.6
Home Economics	0	0.0	5	2.0	5	1.0
Medicine	2	0.9	3	1.2	5	1.0
Music	2	0.9	1	0.4	3	0.6
Natural Resources	6	2.6	5	2.0	11	2.3
Nursing	0	0.0	11	4.3	11	2.3
Optometry	2	0.9	0	0.0	2	0.4
Pharmacy	0	0.0	1	0.4	1	0.2
Social Work	4	1.7	10	3.9	14	2.9
Veterinary Medicine	2	0.9	5	2.0	7	1.4
Other	10	4.3	12	4.7	22	4.5

*Count **Percentage

TABLE 2

Reliability Coefficients for the Real and Ideal Sections of the Instrument Based on Cronbach's Reliability Test

SCALES	ITEMS	ALPHA	
		REAL	IDEAL
Total Instrument	1-54	.90	.92
Subscale: Career Choice	1-4	.87	.85
Subscale: Human Relations	5-17, 20	.83	.86
Subscale: Self-concept	21-30	.73	.76
Subscale: Academic Concerns	18, 31-44	.78	.83
Subscale: Support Services	19, 45-54	.72	.78

N = 408 (Only the questionnaires in which each student responded to every item were used to establish reliability, thus yielding a greater degree of standardization for the total questionnaire.)

TABLE 3

Frequency Distributions and Percentages According to the Sex of the Participants for the Factors Influencing the Selection of College Attendance at the OSU Mansfield Campus

	MALE				FEMALE				TOTAL			
	Yes		No		Yes		No		Yes		No	
Financial Considerations	191*	83.0**	39	17.0	201	79.4	52	20.6	392	81.2	91	18.8
Geographical Location	189	82.9	39	17.1	228	89.8	26	10.2	417	86.5	65	13.5
Family Obligations	63	27.8	164	72.2	92	36.7	159	63.3	155	32.4	323	67.6
Size of the Regional Campus	77	33.8	151	66.2	104	41.1	149	58.9	181	37.6	300	62.4
Academic Programs Available	91	39.9	137	60.1	127	50.0	127	50.0	218	45.2	264	54.8
Friends Attending or Living in Area	53	23.1	176	76.9	53	21.1	198	78.9	106	22.1	374	77.9
Recommendation of High School Counselor	18	7.9	209	92.1	18	7.2	233	92.8	36	7.5	442	92.5
Reputation of Academic Programs	38	16.7	189	83.3	76	30.2	176	69.8	114	23.8	365	76.2
Parental Decision	32	14.0	196	86.0	44	17.5	208	82.5	76	15.8	404	84.2
Meets Personal Needs									399	81.9	86	17.7

Credit Hours Enrolled: Mean = 14.15

Previous Quarters Enrolled: Mean = 3.64

*Frequency **Percentage

TABLE 4

Percentages for Responses to the Real and Desirable Situations for Items Related to Self-concept

Self-concept Items	Very Minimal to Minimal		Undecided		Very Great to Great	
	Real	Desirable	Real	Desirable	Real	Desirable
32. You are confident in solving personal problems encountered in your own education.	8.9*	0.6*	15.7*	3.1*	75.5*	96.2*
21. You are confident in solving academic problems encountered in your own education.	11.5	1.8	20.0	4.8	68.6	93.4
22. You feel confident in succeeding academically at college.	11.6	0.8	21.1	3.5	67.3	95.6
23. The Regional Campus meets your personal needs at this time in your life.	19.9	3.4	10.7	6.2	69.4	90.4
24. You are committed to obtaining a college degree.	17.0	12.9	12.4	13.7	70.6	73.4
25. You accept the changes that college life requires in your own personal life style.	12.4	3.4	13.4	7.5	74.3	89.2
26. You are confident in succeeding socially at college.	12.5	5.5	21.8	8.8	65.7	85.8
27. You think it's important for you to graduate from college.	5.4	4.2	8.2	5.8	86.4	90.0
28. College satisfies your need for self-development.	11.9	4.4	18.3	11.8	69.8	83.9
29. Your parents think it's very important that you attend college.	16.3*	15.4	11.9	18.6	71.8	66.0
30. Your parents think it's very important that you graduate from college.	16.3	14.6	11.7	17.8	72.0	67.6

*N=487 Percentages

TABLE 5

Percentages for Responses to the Real and Desirable Situations for Items Related to Human Relations with Peers

Human Relations Items (Peers)	Very Minimal to Minimal		Undecided		Very Great to Great	
	Real	Desirable	Real	Desirable	Real	Desirable
5. You are accepted by other students in the university setting.	5.4*	4.1*	18.8*	7.9*	75.9*	88.0*
9. You meet new friends on the Regional Campus.	16.7	6.0	7.8	4.4	75.5	89.6
11. You discuss concerns with other college students.	19.0	6.1	12.0	9.8	69.0	84.2
12. You are valued as an individual by peers on this campus.	9.7	2.7	27.6	12.1	62.7	85.2
14. You feel accepted by student peers on this campus.	7.2	2.3	16.8	8.1	75.9	89.6
17. Your friends think it's very important that you graduate from college.	32.4	18.1	25.8	25.3	41.7	56.6*
20. Your friends think it's very important that you attend college.	39.9	20.7	25.1	28.2	35.0	51.2

*N=487 Percentages

TABLE 6

Percentages for Responses to the Real and Desirable Situations for Items Related to Human Relations with Faculty

Human Relations Items (Faculty)	Very Minimal to Minimal		Undecided		Very Great to Great	
	Real	Desirable	Real	Desirable	Real	Desirable
6. You interact with faculty members on an informal basis.	44.9	12.4	17.7	17.5	37.4	70.1
7. You discuss academic concerns with faculty members.	54.7	16.0	13.0	17.6	32.3	66.4
8. You are valued as an individual by faculty on this campus.	23.3	5.2	30.1	11.9	46.6	82.9
15. You feel accepted by faculty members on this campus.	11.5	3.1	21.2	7.7	67.2	89.2
16. Your opinions are valued by your instructors.	16.7	2.5	7.8	10.0	75.5	87.5
10. You feel free to ask questions in class.	17.9	2.7	11.8	2.1	70.3	95.2
13. You feel free to express yourself in class.	21.0	3.7	16.9	7.9	62.1	88.4

*N=487 Percentages

TABLE 7

Percentages for Responses to the Real and Desirable Situations for Items Related to Career Choice

Career Choice Items	Very Minimal to Minimal		Undecided		Very Great to Great	
	Real	Desirable	Real	Desirable	Real	Desirable
1. You have decided on a specific career.	16.9*	2.9*	14.4*	4.4*	68.7*	92.7*
2. You are certain that you have made the appropriate career choice.	18.0	3.0	22.5	6.0	59.5	91.0
3. You are confident of success in your career choice.	11.7	1.6	23.2	4.2	65.1	94.2
4. You are enthusiastic about the career choice you have made.	10.7	2.3	14.2	4.8	75.1	92.9

*N=487 Percentages

TABLE 8

Percentages for Responses to the Real and Desirable Situations for Items Related to Academic Concerns

Academic Concerns Items	Very Minimal to Minimal		Undecided		Very Great to Great	
	Real	Desirable	Real	Desirable	Real	Desirable
38. You are concerned about your grades in college.	5.6*	8.6*	5.0*	5.5*	89.4*	75.9*
18. You have adequate study skills and habits.	27.8	2.4	19.4	3.1	52.8	94.6
31. You possess the academic qualifications necessary to succeed in college.	6.4	1.4	17.3	4.6	76.3	94.0
43. You are confident in your ability to utilize library resources.	17.5	1.2	15.2	4.6	67.3	94.1
33. You are offered a variety of courses.	36.1	2.2	18.6	3.3	45.3	94.4
34. You find that the courses are conveniently scheduled.	48.6	3.6	16.9	3.5	34.5	92.9
37. You are able to enroll in those courses suggested by the academic advisors.	21.9	1.2	16.2	6.7	61.8	92.0
35. You receive quality instruction on the Regional Campus.	10.5	0.8	17.6	2.7	71.9	96.4
36. Faculty members are available for individual consultation and instructional assistance.	8.7	1.2	8.9	2.7	82.4	96.2
44. The course load requirements are reasonable.	8.6	2.8	15.7	7.4	75.7	89.9
39. You accept the fact that college will require numerous hours of study beyond the class time.	7.7	4.4	6.9	4.8	85.4	90.8
40. You accept the academic responsibilities of college life.	7.9	1.6	10.4	4.0	81.7	94.3
41. You have time in your personal schedule to prepare adquately for classes.	28.1	2.7	18.3	2.7	53.6	94.6
42. You study in small groups outside of the class period.	72.6	29.8	6.7	20.5	20.7	49.7

*N=487 Percentages

TABLE 9

Percentages for responses to the Real and Desirable Situations for Items Related to University Support Services

Support Services Items	Very Minimal to Minimal		Undecided		Very Great to Great	
	Real	Desirable	Real	Desirable	Real	Desirable
46. Academic advisement is adequate.	27.2*	1.5*	22.5*	9.3*	50.3*	89.3*
50. The hours for academic advisement are conveninetly scheduled.	18.9	2.3	24.2	13.8	57.0	83.9
47. You are provided the adequate information concerning academic resources on this campus.	26.4	1.2	20.8	6.8	52.8	91.9
53. The hours of library service are adequate.	9.3	1.3	10.8	5.8	79.0	93.0
19. You use the Educational Enrichment Lab on this campus.	74.9	22.0	4.3	25.6	20.8	52.0
45. You use the peer tutoring program on this campus.	88.4	43.5	5.5	27.7	6.1	28.8
52. You are provided services to assist with personal problems.	44.8	22.2	32.8	26.6	22.4	51.3
48. You are provided with planned social activities on this campus.	18.3	8.7	15.8	13.1	65.9	78.1
49. You participate in student activity programs planned by the university.	67.2	28.2	10.9	17.9	21.9	53.7
51. You use the student lounge.	60.8	30.6	4.9	19.4	34.4	50.0
54. You are involved in the physical education activities planned through the Physical Activity Center.	80.8	38.3	6.1	16.0	13.1	45.8

*N=487 Percentages

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